

BALANCED LITERACY

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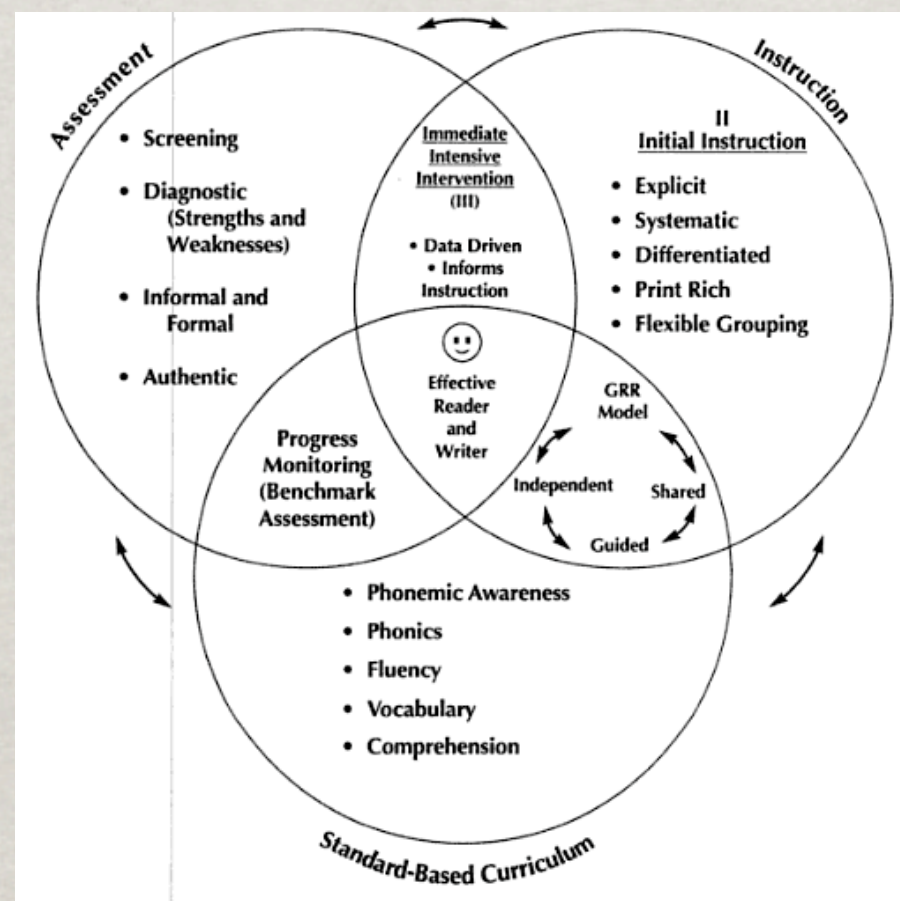
NATIONAL READING PANEL

- ✻ In 1997 Congress appointed members on a panel to research the most effective methods for teaching children to read.
- ✻ In April 2000, the NICHD released the report of the National Reading Panel, under the title *Teaching Children to Read*
- ✻ Phonics, Phonemic Awareness, Vocabulary, Comprehension, and Fluency

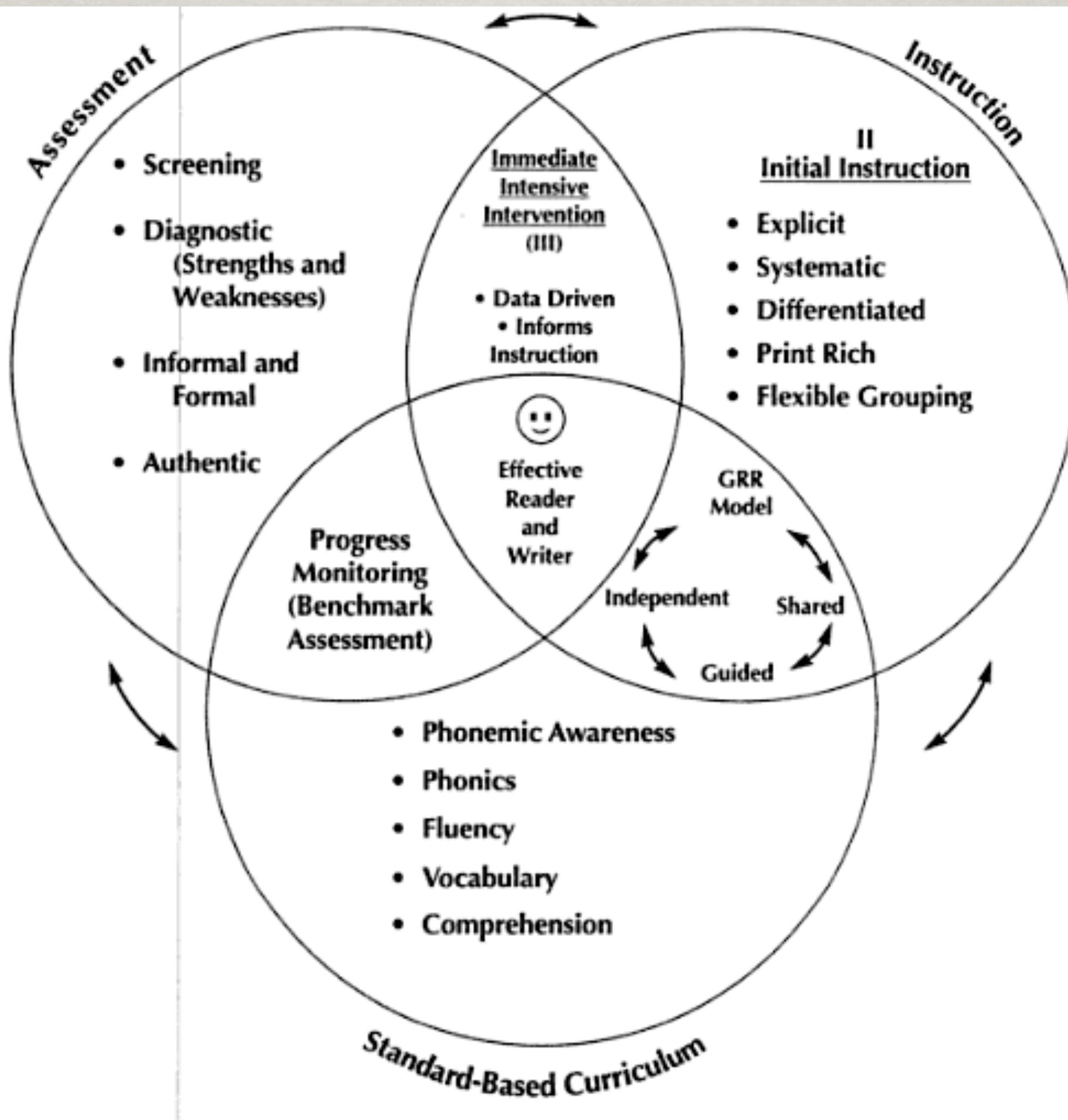
WHAT DOES A “BALANCED LITERACY APPROACH” MEAN?

- ✿ A balance of instructional format, instructional strategies, and instructional content.
- ✿ A balanced literacy approach includes a read aloud, shared reading, guided reading, independent reading, word work and writing.
- ✿ A balanced literacy approach is the framework to effectively integrate the five components of reading.

LET'S TAKE A LOOK AT A BALANCED LITERACY CLASSROOM



Ellery, Valerie (2005). *Creating Strategic Readers*. Bradenton, FA: IRA



OPTIMAL WAY OF LEARNING

- ✻ The teacher models a new skill or strategy.
- ✻ Next, the teacher and student share in the new behavior by doing it together.
- ✻ Then the teacher guides the student with the new skill with less support.
- ✻ The ultimate goal is the student working independently.

SEDOL'S BALANCED LITERACY FRAMEWORK

- ☼ Read Aloud
- ☼ Shared Reading
- ☼ Guided Reading
- ☼ Independent Reading
- ☼ Word Work
- ☼ Writing
- ☼ Assessment

READ ALOUD

- ✻ Provides a strong foundation for literacy growth for literacy growth. Hearing books read aloud gives children how a story works, helps them understand a text has meaning, exposes them to a wide variety of genre and authors and adds to their vocabulary.

Conducted Daily

- ✻ **Interactive Read Aloud**

SHARED READING

- ✻ Use of enlarged text that all children can see (big book, passage on overhead, lifted text). As the teacher and the students read the text together, the teacher models and explains basic reading concepts and strategies. **Done at least 3-5 days per week**

INDEPENDENT READING

- ✻ Students select books at their independent reading level (95% accuracy or better). Independent reading promotes fluency and provides children opportunities to practice their reading skills and strategies. **Should be done at least 10 minutes per day.**

GUIDED READING

- ✻ Involves a teacher working with a small group of students who demonstrate similar reading behaviors and are reading the same level of text. It provides opportunities for the teacher to guide and support students through the text. **Conducted daily.**
- ✻ Scholastic Guided Reading Program

WORD STUDY

- ☼ Word study includes direct instruction in phonemic awareness, phonics, spelling and vocabulary. Word study should be conducted **daily**.
- ☼ Project Read
- ☼ Lexia Reading

SEDOL Language Arts Curriculum Framework- First Grade

	August	September
Genre	First Days of School	- Fiction
Read Aloud	- Discuss what a good listener looks and sounds like	- Activate prior knowledge - Make predictions - Rich vocabulary - Response to reading
Shared Reading/Whole Class: <i>Fast Start for Early Readers</i> <i>Nursery Rhyme Flip Chart</i> <i>Shared Reading- Reading for Children</i>	- Establish classroom schedules and rules - Discuss and create chart for behavioral expectations - Administer interest inventory - Morning message/poem (choral read) - Introduce Reader's Notebook- continue to use for written responses throughout the year	- Revisit concepts of print - Rich Vocabulary - Monitor comprehension (fix up strategies, what to do when meaning breaks down)- start a "What good readers do" chart - Tell a story with a beginning, a middle, and an end - Genre chart for fiction- "make believe" - Identify and compare characters, setting, &/or events in stories &/or pictures - Use reader's notebook - Response to reading: making connections (oral response) - Academic vocabulary
Guided Reading: Leveled Library	- Model and practice 1 center - Develop a signal problem solving technique - Create signs/charts for centers - Have supplies accessible and labeled	- Establish at least 4 centers by modeling and practice - Develop rotation plan and management system
Independent Reading	- Establish rules for independent reading - Demonstrate how to select a book (5 finger rule)	- Choose book to read independently using the 5 finger rule - Students will read a self- selected text at their independent reading level for at least 10 minutes per day. - Response to reading (oral or written in Reader's Notebook)

Word Work	<ul style="list-style-type: none"> - Getting To Know You with name study - Singing Alphabet Song - Begin Word Wall - <i>Month by Month Phonics</i> - Introduce vocabulary notebook 	<ul style="list-style-type: none"> - Word Wall - <i>Month by Month Phonics</i> - Project Read - Phonemic Awareness (see appendix for progression of skills) <p>Approximately 10 minutes per day. <i>Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading</i></p> <ul style="list-style-type: none"> - Determine unfamiliar words using roots & affixes: un-, -s, -es - Vocabulary notebook
Assessment	<ul style="list-style-type: none"> - Benchmark writing assessment - Refer to your discipline specific assessment plan 	<ul style="list-style-type: none"> - Benchmark for guided reading groups (end of month) - Student demonstrates to teacher they can choose a book to read independently (5 finger rule) - Writing sample - Refer to your discipline specific assessment plan

Writing

- Four Square Writing Method

SEDOL - Primary

Instructional Planning Form (IPF)

Balanced Literacy Components	Skill	Example Teaching Strategy/ Activity	Materials	Arrangement	Assessment Procedure
Word Work 20 min/daily	Phonemic Awareness Sight Words	Rhyme-Syllables-Sound Identification-Blending and Segmenting Introduce/Work with High Frequency Words	Phonemic Awareness: Playing With Sounds to Strengthen Beginning Readers Dolch List Month by Month Phonics Books	Whole Class or Small Groups	Phonemic Awareness Screeners Sight Word Check List
Word Work 30 min/daily	Decoding Encoding	Explicit instruction in sound/ symbol relationship Building words	Project Read Centers Month by Month Phonics Books	Small Groups	Master Monitoring with Program Evaluations
Read Aloud 10min/daily Shared Reading 3-5x/weekly Independent Reading 10min/ daily	Vocabulary Fluency	Read To Think Alouds Explicit vocabulary instruction(vocab notebooks,webs,repeat usage,etc.) Academic Vocabulary	Big Books Trade Books Shared Reading: Reading for Children Text Talk	Whole Class or Small Groups	Observations
Read Aloud 10 min/daily Shared Reading 3-5x/weekly Guided Reading 20-30 min/ daily Independent Reading 10 min/ daily	Fluency Comprehension	Repeated Timed Readings Readers Theatre Echo or Choral Readings Explicit Instruction in Comprehension Strategies	Leveled Libraries Scholastic Guided Reading - Leveled Books SEDOL CURRICULUM - Comprehension Strategies	Small Groups	SEDOL CURRICULUM - Benchmarking Sheets Running Records
Free Writing Shared Writing Guided Writing Independent Writing daily	Written Expression	Journals Handwriting Explicit Instruction in sentence and paragraph formulation	4 Square Writing Method SEDOL CURRICULUM Writing Explanations	Whole Class or Small Groups	Writing Samples Writing Rubric

Step 1:

Steps 2 & 3

Assessment Plan

Area: Reading – TAB and LOP K-8

Step 4:

Screening*	Diagnostic	Progress Monitoring*	Outcome/ Accountability
<ul style="list-style-type: none"> • <u>AIMSweb</u> Reading Curriculum Based Measurement (R-CBM) Benchmark Assessment Words Read Correct/Errors (WRC/E) • <u>AIMSweb</u> Early Literacy Benchmark Assessment Letter Naming (K -Fall - 1st Fall) Letter Sound (K-Winter - 1st Fall) Phoneme Segmentation (K-Winter - 1st Winter) • Benchmark Time Frame: Fall- Sept. 1- Oct. 1 Winter- Jan. 1- Feb. 1 Spring- May 1- June 1 	<ul style="list-style-type: none"> • Review • Interview • Observe • Test • Mastery Monitoring: Balanced Literacy Assessment Phonemic Awareness Sight Words Guided Reading Project Read Assessment Running Record Retelling Rubric • Diagnostic Online Reading Assessment (DORA) • Informal Reading Inventory (IRI) • School Psych Evaluation 	<ul style="list-style-type: none"> • <u>AIMSweb</u> Reading Curriculum Based Measurement (R-CBM) Words Read Correct/Errors (WRC/E) • <u>AIMSweb</u> Early Literacy Assessment Letter Naming Letter Sound Phoneme Segmentation 	<ul style="list-style-type: none"> • Illinois Standards Achievement Test (ISAT) • <u>AIMSweb</u> Reading Curriculum Based Measurement (R-CBM) Words Read Correct/Errors (WRC/E) • <u>AIMSweb</u> Early Literacy Benchmark Assessment Letter Naming (K -Fall - 1st Fall) Letter Sound (K-Winter - 1st Fall) Phoneme Segmentation (K-Winter - 1st Winter)

*Should be the same tool

All screening, diagnostic, progress monitoring, and outcome assessment data should be placed in student's assessment binder.